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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. Nature of Writing

Writing is productive skill that produces texts and the message that would be delivered by the reader. Being able to write well, the researcher has to know about writing. In this case, the researcher discusses about defining, teaching and the process of writing.

Writing is a tool of students to share their information and knowledge and put them down on paper. There are several definitions of writing from the experts. Grainger, Kathy and Andrew (2005: 19) define that writing is the process which make students get the benefits from imaginative contexts. Writing is likely has advantages from imaginative context for students. When students imaginative their ideas, they can share it on their paper and make a good writing based on their own words.

Furthermore, writing also helps the writer to manage their ideas. According to Wingersky (2009:2), writing is a good way to control your ideas and write them on the paper. It means that, writing makes the writer can control the ideas by write it step by step. For example, the writer can manage their writing by the control it begins from the main idea and then have to add supporting ideas so it will decrease the jumping ideas.

Based on the explanation above, there is one expert that explains about definition of writing. Bouehl (2013:173) confirms that writing is a good and an

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effective way to help student to share their understanding. This is an effective way to synthesize all of the understandings of the students. When students understand about one topic, they can share their knowledge when doing writing. The students should know how to develop their ideas, how they can get a good writing, how to make a good sentence with a good structure and how to use the rules of grammar.

Based on Harmer (2004:41-42) summarizes at least five tasks of the teachers have to perform before, during, and after student writing are the following:

1. Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing; teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues of the language used to perform certain written functions, for example, the important issue is that they are made aware of these things – that these things are drawn to their attention.

2. Motivating and provoking

Students often find themselves “lost for words”, especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, infusing them with the value of the task, and persuading them what fun it can be. It helps, for example, if teachers go into class with prepared suggestions so that when students get stuck they can immediately get help rather than having, themselves, to think of ideas on the spot. Time spent preparing amusing and engaging ways of getting students involved in a particular writing

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task will not be wasted. Students can be asked to exchanged 'virtual' e-mails or discuss ideas before the writing activity starts. Sometimes teachers can give them the words they need to start a writing task as a way of getting them going.

3. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing, of course), and prepared to help students overcome difficulties.

4. Responding

Teachers react to the content and constructing of a piece supportively and often (but not always) make suggestions for its improvement. When teachers respond to a student's work at various draft stages, teachers will not be grading the work or judging it as a finished product. Teachers will, instead, be telling the student how well it is going so far. Teachers might also make comments about their use of language and suggest ways of improving it.

5. Evaluating

When evaluating students' writing for test purposes, teachers can indicate where they wrote well and where they made mistakes, and teachers may award grades; but although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity. When teachers hand back marked scripts teachers can get their students to look at the errors and try to put them right.

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Bygate (1987) states that through writing, we can express our ideas, our feelings, our plans, our recommendations, our values, and our commitments to the other persons. Therefore, we have to be able to make the readers understand what we want to inform. To create understanding the readers is not easy. In doing this writer has made the guesses about what the reader will be able to understand, and even about what the reader want to read.

Based on Bazerman and Prior (2004:168) writing is a process of inscription, of inscribing text onto or into some medium. This means writing activity needs medium such paper, in stone, on electronic media, and the others to inscribe the text. Besides that, people also need some tools of inscription like pens, pencils, computers and printing presses, keyboards, etc.

In addition, Morley (2007:28) states writing is a form of knowledge creation, as it is in science and other forms of knowledge. In the class, teachers teach students to make them be able in discovering and applying this knowledge creation. Generally, teachers start to teach writing from explaining the writing materials and the methods of writing, then giving so many kinds of exercises to the students and evaluating them in the examination day. All of activities above called teaching writing.

According to Urquhart and McIver (2005:21-23), they state the main purpose of writing is to convey information to others and how to express knowledge as thoughtfully and as clearly as the students can. Moreover, Oshima and Hogue (2006:265) state writing is a process of creating, organizing, writing, and polishing. It means in the first step, students create ideas. In the second step,

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they organize the ideas. In the third step, they write a rough draft and final, they polish their rough draft by editing it and making revisions.

Based on the explanation above, it can be concluded that writing is a good and an effective way to share understanding about one topic of the paper and it should be mastered by the students. The students have to master writing because it is useful when the students want to communicate and share the knowledge with others, although this is difficult and complicated subject with all of the rules by using grammar. Every idea in writing should be understood by the reader to make the ideas deliver and the readers will interest with our writing.

According to Blanchard and Root (2003: 41), there are at least three steps involved in a writing process.

- 1) Step one: Prewriting; Thinking about your topic and organizing your ideas.
- 2) Step two: Writing; Using your ideas to write a first draft.
- 3) Step Three: Revising; Improving what you have written.

It is also supported by Tribbl (1996:43) that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarized as follows:

- 1) Content knowledge : knowledge of the concepts involved in the subject area.
- 2) Context knowledge : knowledge of the context in which the text will be read.

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- 3) Language system knowledge : knowledge of those aspects of the language system necessary for the completion of the task.
- 4) Writing process knowledge : knowledge of the most appropriate way of preparing for a specific writing task.

II.1.1 Process of Writing

Writing is not a simple thing to do, it needs steps to make our writing become a good and interesting writing so that the reader can understand about what are the writer discusses about. It means that, writing process has several steps that should be understood and learned by the students. According to Clayton (2003:6), there are some steps in writing process are:

) Selecting a Topic

In this step, the students are free to choose their subject. Choose a topic that you are interested in learning.

) Pre-writing

Pre-writing is anything you do before you write, it includes thinking, taking notes, talking to students and others prepare by generating ideas and gathering information to record on a planning page or graphic organizer. This phase of the process helps the students to prepare before writing.

) Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here the students concentrate upon explaining and supporting their ideas fully and begin creating a piece of a sentence.

) Revising

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This case, students revise their first draft of writing, and make an improvement in the style and content of their writing.

) Editing

In this step, students proofread their work, pay attention to the mechanics, sentence structure, paragraphing, and grammar.

) Publishing

This is the result of the writing process, the writer published what they had written to the public.

Moreover, the process of writing also adds by Wingersky. Wingersky (2009:3) asserts that the general steps in writing process include: first, pre-writing, is a way to generate ideas, narrow a topic or finds the direction. Second, it is organizing ideas. It involves sorting ideas in a logical manner to prepare to write a draft. Third, it is drafted. Drafting is the part of writing process in which composes sentences in paragraph form to produce the first copy of easy writing. Fourth, it is one of the most important steps in writing. It involves smoothing out the essay writing, adding more detail and making other changes. Fifth, it is editing steps. Editing is checking and correcting for mechanical problems. The last one is making a final draft. It is a step that takes patience and judgment whether the essay is in it best form.

In addition, there is an expert who explains the different steps of the process of writing. The expert is Connelly (2010:11-19) states that the process of writing as a classroom activity incorporates the four basic writing stages, and three other stages externally imposed on students by the teacher, namely:

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a. Pre-write

Good writing explores ideas and analyzes people and events. In here the students can explore their ideas before they make writing. Thus, students have to use their background knowledge and collect ideas before beginning to write.

b. Plan

Determine the context, develop a thesis, outline the ideas. In this case, the students should have some planning about what they want to say by making outline.

c. Write

Get your ideas down on a paper. After the students plan their writing now at this time the students have to write their ideas.

d. Cool

After finishing writing, put your work and let it “cool”.

e. Revise

Review and re-write your writing. It involves more than simply fixing spelling mistakes and adding missing details. Students re-read their writing to know whether their writing still has many mistakes or not.

f. Edit

The last step is edited. In this edit step, check the final version for mechanical errors. Students check and edit their writing mechanic overall such as organization, punctuation, spelling, grammar, and content.

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Considering to opinions above, the researcher concludes that the researcher chooses Clayton (2003:6) as a process of writing in general. Because, Clayton (2006:6) explains the process of writing more organized. Thus, there are several steps when do writing that should be learned by the students. 1). Select the topic. In this case, before the students begin their writing, they should know and choose the topic that will be used in their writing. 2). Pre-writing. In here, the students begin to explore their ideas and gathering their information to make their writing. 3). Drafting. It means, the students have to make some lists that will be discussed on their writing. 4). Revising and editing. Students read again their writing to know if there is an error and have to make editing after finding the errors. 5). Publishing. Students can publish their perfect writing to share with the public.

II.1.2 The Purpose of Writing

According to Harmer (2004:31-34), he divides it into two purposes. The first one is writing-for-learning, that role where students write predominantly to augment their learning of the grammar and vocabulary of the language. The second one is 'writing-for-writing', where students directed learning and write in various genres using different registers.

The conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experiences based on the given topic in their books.

II.1.3 The Components of Writing.

Writing components are the combination of all kinds of elements that will build a good writing. Someone who wants to write must consider components of writing like Harris (1986: 91-93) says as the following:

1. Grammar (Language Usage)

The most important one is the grammar or language use. The using of grammar must correct and appropriate to the context of language.

2. Vocabulary

While writing, writers have to observe the word choice and terms that used in each sentence. Each word must also be arranged as well as possible to avoid wordiness and ambiguity.

3. Mechanics

The element of good writing counts only when it's wrong. Fair or not, the reader will notice the spelling (including technical terms and proper names), punctuation (comma placement or the other punctuation placement), subject/verb agreement, appropriate verb tense, etc.

4. Fluency (Style and Easy Communication)

The control of language that is appropriate to the purpose, audience, and context of the writing. Sentence fluency involves using a variety of sentence styles to establish effective relationships between and among ideas, causes, and/or statements appropriate to the task.

5. Form (Organization)

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Organization is the progression, relatedness, and completeness of ideas.

The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete.

Related to this point, According to Oshima and Hogue (1991:17), there are three major components of a paragraph; a topic sentence, supporting sentences, and a concluding sentence. First, topic sentence states the main idea of the paragraph. It is not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. Second, supporting sentences develop the topic sentence. It has the function to explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. Then, concluding sentence will signal the end of the paragraph and leaves the reader with an important point to remember.

Than, the similar idea is given by Zemach and Rumisek (2005:12). They note that a paragraph has three basic components. First is the topic sentence. It is the main idea of the paragraph. It is usually the first sentence of the paragraph and it is the most general sentence of the paragraph. Second are the supporting sentences. These are sentences that talk about or explain the topic sentence. They are more detailed Based on Kane (1988:13-18) explains the writing components like the grammar, usage, and mechanics explicitly. The grammar that used means the writer must write the deep meaning of a word or sentence. The usage designates rules of a less basic and binding sort, concerning how we should use

the language in certain situations. In composition, mechanics refers to the appearance of words, to how they are spelled or arranged on paper.

From those are points of views, it can be clearly seen that a good composition covers some components of writing such as grammar (language use), vocabulary, fluency, form (organization), and mechanics. It is expected that the students must be able to use all of them in their writing in order to generate a good composition.

In this paper, the writer used five elements in a good writing that is provided by Harris (1986: 91-93) because the English teacher of SMP 1 Kuantan Hilir Seberang uses that theory in teaching his students in writing a good recount text. Therefore, the students have to pay attention to those five aspects when they are writing.

II.2. Paragraph Writing

According to Kane (1988:92), a paragraph is a group of sentences developing a common idea, called the *topic*. Blanchard and Root (2003:8) define a paragraph as a group of sentences that develops one main idea. A paragraph usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences that explain the main idea or give some detailed information called supporting sentences. A concluding sentence, sometimes added at the last paragraphs.

Furthermore, Fowler (2006:32) says the paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. As a distinct passage, it

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begins with a new line (often indented: the new line marks a break in sense from the previous paragraph, and consequently a breathing space). In paragraphs, we also can find topic sentence, supporting details, closing sentence, transition signals in some kinds of text such in narrative, recount, persuasive, and expository paragraphs. A combination of some paragraphs usually also defined as the texts.

In addition, Patel (2008:131) is explained in the paragraph, the lexical and structural items should in proper order. This writing task needs an idea or theme to be expressed in a paragraph. The teacher should give interesting topic to the students so that he could make paragraph writing very interesting.

II.3. Recount Text

Sofyanda et al (2007:95) state that recount text is a text that reports of the event or activity in the past and functions to inform, to retell or to entertain the readers. The structure of recount text usually consists of orientation, report of an event or activity, and reorientation. Orientation gives general information about who, what, when and where. In report of an event or activity, ordinarily, it tells what happened and in what sequence an activity occur. In re-orientation, we can put a personal comment as a closing or conclusion on the events.

Additionally, Wardiman et al (2008: 70), the generic structures of recount text are described as follows:

1. Orientation is functioning as the setting and to introduce participants. Normally, it informs the reader about the door, the place, the time, or the activity that was happening.

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2. Events in time order tell the sequence or the chronicle of some activities that was passed.

3. Reorientation is an optional which function to close a recount text. It may also appear in the form of concluding sentences.

The language features in recount text commonly consists as the following:

1. Noun as a personal pronoun, such as Martin, Simon, Aniston, etc.
2. Individual participant, focused on the specific participant's story.
3. Past tense (simple past tense and past progressive tense), such as went, ran, ate, was coming, were walking, etc.
4. Time connective and conjunction to sequence of the events, such as after, before, then, after that, etc.
5. Action verbs; a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
6. Adverb and adverb phrases to show the place, time and way, such as yesterday, last week, at home, slowly, carefully, etc.

Wardiman et al (2008: 12)

On the School Based Curriculum (KTSP 2006), the students required to mastery recount text both oral and written in the form of instruction and monolog by using the generic structures and language features of recount text acceptably. They also emphasized to comprehend the characteristics of recount text. In the other hand, the teacher facilitates students to gain the goal of the teaching learning process. The writer uses personal recount about recounting experiences to teach in the class based on the school syllabus with the topic personal experience.



II.4. Teaching Writing

Teaching writing is a process to help students able to express their ideas into a piece of paper. It means that the writing is process, it is not a product point out. The ideas should be developed and the teacher has to know or have knowledge about the subject that would be discussed. Whereas, Jozsef (2001:5) explains that writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation, knowledge, and experience with the subject.

In teaching writing, the teacher can see a difference of students' view. It is supported by Nunan (1999:89) mentions there are two different views of students' writing that can be seen by the teacher, the first is the product approach, it means writing focused on the result of the writing. The second one is the process approach, the students do their writing from prewriting, plan, draft, write, edit, revise, and the last one is publishing. In the process of writing, the teacher has to know students' ability in writing and asked them to do these steps, if they less one of these steps they will not have a good writing.

Meanwhile, Carter explains the definition of teaching. Carter (2003:182) adds that teaching writing is the focus of students' writing in order to enable students to get progressive purpose. This statement means when teaching writing, the teacher should guide the teacher how to open their ideas in writing, and critical action to make students enable to achieve progressive aims in writing. The teacher lets students think critically, develop and arrange their ideas into paragraph. In this case, the teacher is as facilitator and the students are as the writer.

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- REAP is an effective strategy for students because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for

students with learning problems because it encompasses analysis and synthesis. It is related to what Eanet and Manzo (1976) praise those REAP as a strategy which will ensure meaningful reading and encourage concise writing and thinking. REAP is also a technique for imprinting information in long term memory.

The REAP Strategy is an Annotation Strategy for improving reading and writing skills. Annotating has several benefits (Strode, 1993). Besides making texts more meaningful, annotating improves student attention while reading and makes reading a more active process. Annotation writing enhances information processing and, in turn, improves registration of information in memory. There is less information to remember when it has been summarized in an annotation, and annotations are written in a student's own words.

Heilman et al. (2006) found that while the readings that REAP was providing at the appropriate difficulty level, they were not always engaging as made evident from the survey question relating to reading passage interest

REAP is also used as a visual tool to increase reading comprehension by recalling key information that they learn in the text. It draws on higher order thinking for students to ponder the text about why the author writes what they did and what they hope was learned. Furthermore, this strategy is most useful to use in teaching and learning reading process.

In short, REAP is the strategy that can help the students to write text, because REAP gives away how the students go back to the text, then focus on REAP chart to fulfill it about the point that they get from the text so that the students learn more focus on writing and the content of the writing.

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REAP is a strategy that encourages students to share the ideas encountered in their writing. REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employed as a study technique, thereby assisting long term memory. REAP is an effective strategy for students of grade four up to high school level. Because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis.

II.5.2. The Procedures

In teaching writing ability using REAP strategy, Allen (2004) mentions the teaching procedure is as follows:

1. **Step 1: R** – Read the text. Write down the title of the text, whether it is a Federalist document or an anti federalist document (if applicable), and its content.
2. **Step 2: E** – Encode the text by putting the main ideas in their own words. Include the timeline of the evidence.
3. **Step 3: A** – Annotate the text by writing a statement that summarizes the important points explaining the significance of the evidence in relation to promoting a republic and balancing the need for energy in the Executive with the need for liberty.
4. **Step 4: P** – Ponder the text by thinking about what they learned. Connect this text to their own prior knowledge or to other documents they have read. Then, put the analysis on the text in the following chart (Allen, 2004):

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R(READ)	E(ENCODED)
A(ANNOTATE)	P(PONDER)

Eanet and Manzo (1976, : 1), state that a teacher leads students through four stages in REAP activity: (1) they **read** to find the author's theme or the title of the text; (2) they **encode** those ideas into their own words; (3) they **annotate** them in writing; and (4) they **ponder** the meaning of the annotation in their own study.

In teaching and learning writing ability through REAP strategy, Allen as cited in Watson (2011, p. 4) Suggests that there are some steps to follow:

1. Give each student a copy of the REAP chart and put students into their groups. It would also be an appropriate time to hand out the writing at this time.
2. Introduce the writing that we will use for this strategy. This is the point at which they should fill in the "R" section of the chart with the title and the author.

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3. Begin by having a discussion starter to get the students thinking about the topic which will allow them to write the easier. As whole class we will talk about what was discussed in their small groups.
4. Having one member from each of the groups tells the whole class what was discussed in their groups. After the whole group discussion begins to write as a class.
5. Stopping at various points to make sure that the students understand what is being written to them.
6. After reading, have the students in their small groups begin to figure out what the main ideas of the text are and have the students come up with a list on their own paper of what they are.
7. Come back as a whole class and decide as a class what the main points are that will be written into the chart.
8. Have students return to their small groups and use the same process to come up with a summary of the main points.
9. Then come back as a class and have each group report on their summaries

II.5.3 The Advantages

According to Eanet&Manzo (1976), in teaching and learning process especially for REAP strategy; writing and annotations enrich reflective thinking and reading. The students, during reading analyze the author's purpose and explore their own feelings about the written material. In this, students that write about what they have learned gain from the reading process and so writing should

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- be a vital component in the classroom. It also happens in the classroom, writing serves an integral part in improving the student's reading, thinking, and comprehension skills.

The use of this strategy makes the students go back to the text during each stage of the REAP process. REAP can be used in a large group setting to offer students the chance to contribute to the discussion and then by doing so build a larger knowledge base. However, teachers with students on a variety of writing levels can make a difference when using large groups. It is harder to reach those with high and low reading levels. It is important to note that for use in the classroom and visualizing while write can increase writing ability.

II.6.1 The Definition

RAFT is an engaging strategy that encourages writing across the curriculum. It enables students to assume a role (R), consider an audience (A), write in a particular format (F), and examine a topic (T) beginning with a strong

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verb. The suggested prosocial twists encourage students to: 1) stretch the imagination and experience empathy with things, plants, and animals as well as humans; and 2) use language that appeals to the senses and communicates what this being or thing experiences. Some good books with unusual or multiple perspectives are suggested for use with RAFT to create more intense student engagement and a deeper understanding of the power of perspective in writing.

According to Buehl (2009:144), RAFT is a writing strategy that helps students understand their role as a writer and they can communicate their ideas effectively. It also helps the students focus on their writing task and discover ideas for writing. By using this strategy, the lecturer can encourage the students to write creatively and effectively, and the product of students' writing can be understood easily. The basic unit of writing that should be acquainted with the students is writing a paragraph.

According to Langan (2005: 5), a paragraph is a short paper of around 150 to 200 words. It usually consists of an opening point which is called a topic sentence and it is followed by a series of sentences which support that point. If a writer wants to communicate effectively with readers, he/she must provide solid evidence for any point that he or she makes.

Furthermore, Zemach and Rumisek (2005: 11) note that a paragraph is a group of sentences which have a single topic. The sentences in one paragraph can be shorter or longer. It can be five or ten sentences long. Actually, it depends on the topic which will be discussed in that paragraph. And then, the sentences in the paragraph discuss about the writer's main idea related to the topic.

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Besides, according to Oshima and Hogue (2006:2), paragraph is defined as a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or long as ten sentences. They underline that the number of sentences in one paragraph is not important because a paragraph can stand by itself and it should be long enough in order to develop the main idea clearly.

From all explanations above, it can be concluded that paragraph is important as the basic unit organization in writing. It consists of one main idea that will be developed into several sentences. It is better to have knowledge and understanding about the way how to write paragraphs in order to make a writer has confidence in expressing and organizing the ideas freely and clearly.

II.6.2 The Procedures

1. Explain that all writers need to consider the following in every composition: the role of the writer, the audience, the format, and the topic.
2. Brainstorm ideas about a topic related to the reading that your students have just completed. Select several topics from those mentioned.
3. Write RAFT on the board and list possible roles, audiences, and formats that are appropriate for each topic.
4. Ask students to choose one of the examples to write about, or after discussing a topic, have students create their own RAFT writing assignment.

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The RAFT Technique (Santa, 1988) is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.

1. Step One: Explain to the students how all writers have to consider various aspects before every writing assignment, including role, audience, format, and topic. Tell them that they are going to structure their writing around these elements. (It may be helpful to display the elements on chart paper or a bulletin board for future reference.)
2. Step Two: Display a completed RAFTs example on the overhead, and discuss the key elements as a class.
3. Step Three: Then, demonstrate, model, and “think aloud” another sample RAFT exercise with the aid of the class. Brainstorm additional topic ideas, and write down the suggestions listing roles, audiences, formats, and strong verbs associated with each topic.
4. Step Four: Assign students to work in heterogeneous groups of four or five or pairs and have them “put their heads together” to write about a chosen topic with one RAFT assignment between them. You may prefer to do this with pairs or even individually, depending on your class.
5. Step Five: Take turn among the groups/students to provide assistance as needed. Then have the groups/students share their completed assignments with the class.

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6. Step Six: After students become more proficient in developing this style of writing, have them generate RAFT assignments on their own based on current topics studied in class.

II.6.3 The Advantages

RAFT Strategy has some advantages for the teacher and also for the students in teaching and learning writing process.

1. Provides students with practice in writing on a well-focused topic in a given format, for a specific purpose, to an audience other than the teacher, and in a voice different from that of the student.
2. Offers opportunities for students, including reluctant writers, to write in an engaging and creative way about information and ideas gleaned from content area reading.
3. Encourages students to adopt a mental role-playing frame of mind, develop empathy for the situations of others, and consider a topic from a different perspective.

II.7. Related Studies

1. A research was conducted by Suharni (2013) entitled *“The Effect Of Role, Audience, Format, And Topic (Raft) Strategy Toward Students’ Ability In Paragraph Writing A Study At The First Year Students Of College Of Teacher Training And Education (Stkip) – Pgri West Sumatra”*. This article was written based on the lower of students’ skill to create the ideas in a paragraph. This research was quasi experiment. The purpose of this research was to know whether the Role, Audience, Format, and Topic (RAFT) gave the

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significant effect towards students' writing ability in paragraph writing. This research was done at College Of Teacher Training And Education (STKIP) – PGRI West Sumatera. The finding showed the significant different effect between the experimental class and the control class by using writing ability in paragraph writing. Other words, the RAFT strategy got more ability in writing paragraph.

2. Wayan Wardana (2011) carried out a research entitled “The present classroom action study dealt with improving recount writing skill through RAFT technique of the tenth grade students of SMAN 1 Abiansema in academic year 2010/2011”. Especially in class X 4. This class consisted of 45 students, 22 males and 23 females. The present classroom action, investigation basically triggered by the fact that the subject under the study still faced problems and had weakness in writing recount text. In the light of the main objective of the classroom action study, the IR was intended to establish the real pre existing writing skill of the subjects under study in recount text. The result of the IR was 42.9. It clearly showed that the recount text writing skill of the students was low. Directly, the RAFT technique was applied in order to improve the students’ recount writing skill. The result of the data analysis of the reflection scores for the cycle I figured out the increasing mean figures of 49.6, 54.9, 60.7 and 65.9 for S1, S2, S3 and S4 respectively. The result of the data analysis of the reflection scores for cycle II showed the figures of 71.2, 76.6, 81.7 and 86.2 for S5, S6, S7, and S8 respectively. The grand mean figures for the cycle I and cycle II showed the

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figures of 57.8 and 78.9. There was different mean figure of 21.1 between the two cycles. These findings clearly discovered that the use of RAFT technique was effective enough in helping the tenth grade students of SMAN 1 Abiansema to improve their writing skill in recount text. The result analysis of the questionnaires scores showed the comparative percentage figure of 61.76 % for the item A, 31.88 % for the item B, 6.36 % for the item C and 0 % for the item D. These result comparative percentages figure clearly showed the subject' attitude and motivation in learning and exercising recount text writing through the use of RAFT technique changed both quantitatively and qualitatively.

3. A research was conducted by Parilasanti (2014) entitled "The Effect Of R.A.F.T Strategy And Anxiety Upon Writing Competency Of The Seventh Grade Students Of SMP Negeri 3 Mengwi In Academic Year 2013/2014". This research aimed at investigating the effect of RAFT strategy and anxiety upon writing competency. It was an experimental research with 2x2 factorial design. The result showed that (a) there was significant difference in writing competency between the students taught by RAFT strategy and those taught by conventional strategy, b) there was an interactional effect between the implementation of RAFT strategy and the students' anxiety, (c) there was significant difference in the writing competency between the students' with high anxiety, taught by RAFT strategy and those who were taught by conventional technique, (d) there was significant difference in the writing competency between the students' with

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low anxiety, taught by implementing RAFT strategy and those who were taught by conventional strategy.

4. Januarnita Lindawaty carried out a research entitled “Implementing Raft Strategy To Enhance Students’ Skill In Writing Formal Letter”. This research aims to find out how the implementation of RAFT (Role, Audience, Format and Topic) strategy enhanced the students’ skill in writing a formal letter and to investigate how RAFT strategy improved the students’ writings in Grade 10 “SMA Tunas Bangsa Kubu Raya”. This research was a classroom action research. The subject of this research numbered 15 students. Having conducted three cycles of action research, the researcher found out that the teaching practice improved and the result of students’ writing scores also improved from cycle to cycle in terms of content and language. The students were able to write more effectively as they were aware who they were writing as, to whom they were writing, what format their writing was and the topic of their writing. The students wrote more purposeful and focused after being introduced to RAFT writing strategy.

5. Yana Riyanti (2015) carried out a research entitled “Improving Students’ Descriptive Writing Through Role, Audience, Format, And Topic (Raft) Strategy”. Based on the classroom action research conducted in the seventh grade of SMP Paramarta in academic year 2014/20115; the research had an aim to improve students’ descriptive writing through Role, Audience, Format, and Topic (RAFT) strategy, and the writer could make two conclusions that RAFT strategy had successfully improved the students’ ability in writing

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descriptive paragraph in twocycles. Moreover, the students' descriptive writing improvement could be seen fromthe increase of the writing scores' mean from 64.5 in the preliminary study, and68.0 in the first cycle, to 73.5 in the second cycle where there were only 13students (43.3%), and 15 students (50%) in the cycle one, to 27 students (90%) inthe second cycle who passed the KKM (70.0). From the observation checklist, thestudents' performance and participation increased in four meetings. At the firstmeeting of cycle I, there was one "Poor" score, four "Fair" scores, and four"Good" scores and it increased to one "Fair" score, five "Good" scores, and three"Very Good" scores in the last meeting of cycle II. Furthermore, for thequestionnaire, the students' response to RAFT strategy was quite good andthe data description from journal showed that the students' participation increasedin each meeting, especially in the first meeting of the cycle II when the teacher gave the students reading passages.

A research was conducted by Jamie Cllan (2004) entitled "Information Retrieval For Language Tutoring: An Overview Of The REAP Project" the REAP project is intended to advance the state of the art in information retrieval, as well as research in reading comprehension, by bringing together practical user models of student interests, vocabulary knowledge and growth, and other aspects of reading, with interesting material from large, open collections like the World Wide Web. This type of system was a valuable new research tool for educational psychologists and learning scientists, because it gave much greater control over how instructional materials were

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selected. This in turn allowed testing of instructional hypotheses, such as the effect of a 10 % vocabulary stretch, which had been impractical to test in the past. The work also had direct application to other areas of language learning, such as English as a Second Language training. More broadly, however, we believed the REAP project was an important first step toward enabling a richer user and task models than currently available with ad-hoc search systems.

7. Kevin Dela Rosa, Mxine Eskenazi (2011) carried out a research entitled “Self-Assessment in the REAP Tutor: Knowledge, Interest, Motivation, & Learning”. Self assessment questionnaires have long been used in tutoring systems to help researchers measure and evaluate various aspects of a student’s performance during learning activities. In this paper, we chronicle the efforts made in the REAP project, a language tutor developed to teach vocabulary to ESL students through reading activities, to understand the usefulness of self-assessment questionnaires for gauging knowledge, motivation, and interest. Additionally, we discussed the appropriate use of self-assessment questions and correlations we had found with learning and user behavior.

8. A research was conducted by Jorge Baptista (2012) entitled “REAP.PT Serious Games for Learning Portuguese”. Language learning resources were constantly evolving alongside technology. Computer-aided Language Learning (CALL) was an area of research that focused on developing tools to improve the process of learning a language. REAP.PT was a system that aims

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to teach Portuguese in an appealing way, addressing issues that the user was interested in. Initially conceived for vocabulary learning, this paper presented new trends in the REAP.PT development. For text-based exercises, it focused on automatic generation of syntax and vocabulary questions. These exercises were set in a gaming context, to better motivate students. The paper also introduced a new evolution of REAP.PT, a 3D gaming environment for the learning of expressions denoting spacial relations between objects and object manipulation. These gaming aspects increased students motivation and helped to promote language learning.

9. The study was conducted to find out whether or not there was any significant difference in reading comprehension achievement between the eighth grade students of SMP Negeri 53 Palembang who were taught through REAP strategy and those who were not. The population of the study was the eighth graders of SMP Negeri 53 Palembang in the academic year 2013/2014. The total number of the students was 228 students. The sample was 76 students that were taken by using purposive sampling technique. Thirty eight students were in the experimental group and thirty eight students were in the control group. In doing this research, the writer did the experimental research by using quasi experimental design. The instrument for collecting the data was a reading test that was given as a pre-test and a post-test. The result of the test that was analyzed by using the independent sample t-test analysis showed that the t-obtained value was 3.704 at the significant level $p < 0.05$ with df 74 and the critical value of t-table was 1.993. Since the t-obtained value was higher

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than t-table value, that is, $3.704 > 1.993$, the null hypothesis (H_0) was rejected and the research hypothesis (H_1) was accepted. It means that there was a significant difference in the reading comprehension achievement between the students who were taught through REAP strategy and those who were not.

The similarities with this research were using REAP strategy and used independent sample t-test analysis. And the differences are the population and sample, and then the skill in English. Related study used reading skill but in this research used writing skill.

10. This research aimed to measure a significant improvement between students' reading comprehension average score taught using REAP and conventional strategy. The population of the study was the third semester students of English study program in Tarbiyah Faculty, IAIN Raden Fatah in academic year 2012/2013. There were two classes of the third semester, students consisting of 86 students. By using one stage cluster random sampling, all populations were taken as his research sample. Then the sample was grouped into two groups (experimental and control). 42 students who were in the class of PBI 1 grouped into an experimental group (taught using REAP strategy), and 44 students who are in the class of PBI 2 grouped into a control group. In this study, posttest only control group design was used. Both groups were given pretest and posttest and the treatment was given to the experimental group only. The data obtained from students' pretest and posttest in control and experimental groups showed that all the data were normal and homogen. Then, from statistical analysis in measuring a mean significant improvement

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using paired sample t-test showed that the p-output was lower than mean a significant difference at 0.05 levels. It was concluded that there was a mean significant improvement between students' reading comprehension average score who were taught using REAP and conventional strategy. Or, in other words, it can be stated that the null hypothesis was rejected and the alternative hypothesis was accepted. The similarity with this research was using REAP strategy also, and the differences are the skill in English and the population and sample. Related study used reading skill and this research used writing skill.

Based on the similarity of study is used REAP Strategy and RAFT Strategy and some variables are the same as this research that the dependent variable is writing ability (Y). However the difference of this study is the first, third, fourth, fifth and tenth journals were experimental designs and the second journal was as action research as the research design and the seventh journal was survey research. whereas this research uses comparative design. The sample and population as general also different with this research and most of the journals above had different variations.

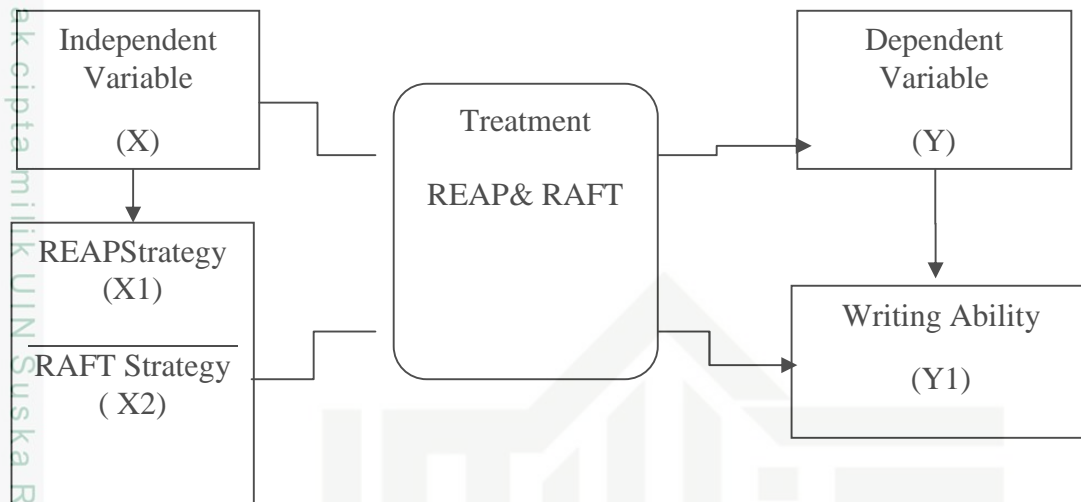
II.8. Operational Concepts and Indicators

II.8.1 Operational Concepts

The operational concept in this research can be seen on the table below as a main element to avoid misunderstanding and misinterpretation of study.

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2.8.2 Conceptual Frameworks

A. Indicators of REAP

1. The teacher asks the students to (R) – Read the text, then write down the title of the text, and its content.
2. The teacher asks the students to (E) – Encode the text by putting the main ideas in their own words and Include the timeline of the content.
3. The teacher asks the students to (A) – Annotate the text by writing a statement that summarizes the important points explaining the significance of the content .
4. The teacher asks the students to (P) – Ponder the text by thinking about what they learned and connects this text to their own prior knowledge or to other documents their have read. Then, put the analysis on the text in the following chart.

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B. Indicators of RAFT

1. The Teacher explains to the students how all writers have to consider various aspects before every writing assignment, including role, audience, format, and topic.
2. The Teacher asks the students to display a completed RAFT example on the overhead, and discuss the key elements as a class.
3. The Teacher asks the students to demonstrate, model, and “think aloud” another sample RAFT exercise with the aid of the class.
4. The Teacher asks the students to work in heterogeneous groups of four or five or pairs and have them “put their heads together” to write about a chosen topic with one RAFT assignment between them.
5. The Teacher asks the students to take turns among the groups/students to provide assistance as needed.
6. Then the teacher asks the students after they become more proficient in developing this style of writing, have them generate RAFT assignments on their own based on current topics studied in class.

C. Indicators of Writing Ability,

1. Students are able to make the events of recount text.
2. Students are able to make the re-orientation of recount text.
3. Students are able to use the transition signal in every paragraph.
4. Students are able to write grammatically.
5. Students are able to alter the vocabulary of the text in writing recount text.

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II.9. Assumption and Hypotheses

II.9.1 The Assumption

This research, assumed that using REAP and RAFT Strategies are good for the students to increase their ability and capability in writing ability.

II.9.2 Hypotheses

- 1.Ho1: There is no significant difference of pre-test writing ability mean scores between an experimental group 1 and a control group.
- 2.Ho2: There is noa significant difference of pre-test writing ability mean scores between an experimental group 2 and a control group.
- 3.Ho3: There is no significant difference of pre-test writing ability mean scores between an experimental group 1 and experimental group2
4. Ha4: There is a significant difference betweenpre-test and post-test mean scores of the experimental group 1.
5. Ha5: There is a significant difference betweenpre-test and post-test mean scores of the experimental group 2.
6. Ha6: There is a significant difference betweenpre-test and post-test mean scores of the control group
- 7.Ha7: There is a significant difference of post-test writing ability mean scores between anexperimental group 1 and a control group.
- 8.Ha8: There is a significant difference of post-test writing ability mean scores between anexperimental group 2 and a control group.
- 9.Ho9: There is a significant difference of post-test writing ability mean scores between an experimental group 1 and an experimental group 2.